

A METHOD AND APPARATUS FOR TUTORIAL, SELF AND ASSISTED
INSTRUCTION DIRECTED TO SIMULATED PREPARATION, TRAINING AND
COMPETITIVE PLAY AND ENTERTAINMENT

Related Application

This application is a continuation of U.S. Patent Application Serial No. 09/722,796, filed on November 22, 2000, notice of allowance dated March 10, 2003, which is a continuation-in-part of U.S. Patent Application Serial No. 09/184,433 filed November 2, 1998, now U.S. Patent No. 6,183,529, which is a continuation of U.S. Patent Application serial No. 684,435, filed July 19, 1996, now U.S. Patent No. 5,890,906, which is a continuation-in-part of U.S. Patent application Serial No. 08/375,616, filed on January 20, 1995, now abandoned, and a continuation-in-part of PCT International application Serial No. PCT/US96/00919, filed on January 22, 1996, which are incorporated herein in their entirety by reference.

Technology that has been designed for sports and other activities involving motor skills is generally dedicated to improving strength, swing, motion, balance, speed, and agility. Accordingly, for golf and other sports, swinging motion trajectory is emphasized. For the most part the focus has been on developing aids for the individual athlete to improve a particular physical skill. Relatedly, technology for hazardous or potentially jeopardizing work, such as airplane piloting, is generally directed to practice in a simulated environment. In both

areas mentioned above (motor skills and dangerous or jeopardizing work) the emphasis is on the individual taking action, i.e., making movements that imitate real circumstances. The prior art related to sports and
5 physical actions is generally aided by technology directed to biomechanics and locomotion, i.e., to executing motor skills.

There is little technology that is used for instruction or simulation in playing sports such as ice
10 hockey. Commonplace instructional aides include stopwatches, plastic orange cones (used for skating drills), parachutes (pulled to increase leg strength), 2"x4" boards (used for jumping in agility, speed, and balance drills), and surgical tubing harnesses (to
15 increase strength and force the skater to skate while bent forward at the waist). None of the devices noted above provide the student with instructive and cognitive information concerning principles, tactics, maneuvers, skills and strategies used in physical activities such as
20 playing ice hockey. In addition, these devices do not enable the player to receive quantitative feed-back concerning his/her progress in learning and mastering the cognitive aspects of the sport.

Summary of the Invention

The present invention provides a method and an apparatus for interactive, tutorial, self and assisted instruction and simulated preparation, training and
5 competitive play and entertainment directed toward improving comprehension, exercising cognitive functions and providing amusement. The method and apparatus provide for user interaction with images on the screen of a computer monitor, or other viewing device, containing
10 multimedia, interactive, reconfigurable, audio-visual, tactile systems.

The present invention provides a user with the opportunity to engage in simulated training or game playing comprised of instructive or ideal images and/or
15 adoptable, controllable images. Such images provide the means by which the user can come to understand what to do using his/her cognitive and visualization skills. The use of such skills typically precedes the use of motor or motion skills.

20 In one embodiment, as the program executes, an instructive or ideal image displays the preferred style, technique, posture, procedure, skills, drills, positions, maneuvers, tactics, strategies or plays of any activity that calls for using cognitive and motor functions. The
25 user's cognitive functions are developed and/or improved by viewing the procedural methods used by an instructive

or ideal image, shown on a portion of the screen. As the program further executes, the user's level of comprehension improves by: (1) receiving information and cues from visual, audio, textual and tactile transmissions, (2) visualizing the actions of the instructive or ideal image, (3) making cognitive choices and decisions as to what manipulations should be made, and then (4) manipulating a user controllable, adopted (by the user) image on another portion of the screen so as to cause the adopted image to simulate or approximate the preferred style, technique, posture, procedures, skills, drills, positions, maneuvers, tactics, strategies or play of any activity represented by the instructive or ideal image.

Alternatively, using the method and apparatus of the present invention, the user learns or is entertained by manipulating the controllable, adopted image(s) on a full or partial screen in competition against one or more instructive or ideal images or against other controllable images.

The present invention can use, for either the instructive or ideal image, or for the adopted, controllable image, or for both, images from live video taping, or animated or computer generated images or live, or robots real time images. It will be apparent to those skilled in the art that the instructive image(s) can teach

at any level of expertise from first time beginners to professional experts. Feedback can be provided to all uses.

One embodiment pertains to a method of instruction in
5 ice and roller hockey. More particularly, the embodiment
pertains to a tutorial and interactive method for self and
directed instruction and simulated training and play in a
sport (or other activity) such as ice or roller hockey
including, but not limited to, the principles of skating,
10 stickhandling, shooting, checking, offensive and defensive
play, positional and situational play, tactical and
strategic plays and maneuvers.

The present invention includes observing an
instructive (or ideal) way of doing something, receiving
15 information and visual, audio, textual and tactile cues,
visualizing what needs to be done and manipulating the
adopted image to make sequential, positional changes
pursuant to reviewing objectives and options and making
choices in a dynamic decision process. This is a
20 cognitive and to some extent a motor process that prepares
the individual to engage in an activity coupling cognitive
with motor skills. The present invention provides a
simulated environment within which to prepare. The
present invention combines perceptual experience and
25 cognition with physical sensation and uses cues to
facilitate user trial, error and improvement. The present

invention facilitates the acquisition of accelerated
albeit simulated experience.

By virtue of the facility available to users of the
present invention, simulated training can be accomplished
5 as well as simulated drill and maneuvers in taking up
proper positions, reacting to situational play and
executing tactics and strategies. Further, without a
requirement for actual imitative movement of an
instructive figure or its movement and without the
10 requirement to use actual tools, implements or equipment,
users of the present invention can engage in simulated
repetition and/or competition geared to either learning or
entertainment and can do so within the economy of space
used for a computer monitor and keyboard or other
15 economical, including virtual reality, input devices.

The present invention provides facilities for users
to engage in simulated training, repetition and
entertainment in activities that couple cognitive and
motor skills. Such facilities, using skating as an
20 example, include a range of functions such as simply
understanding proper positioning for "pushing off" (for
example, starting from a stationary standing position
while on ice) to sophisticated, preferred, proactive play
and preferred reactive play in response to numerous and
25 varied competitive situations. The present invention, by
virtue of its capacity to simultaneously present pre-

programmed images following a predetermined system of activities and/or images that are controllable adopted by the user also provides for engaging entertainment and amusement.

5 Using any form of communication of information, including but not limited to floppy disks, CD-ROM disks, a local network, the Internet or wireless communication, users can compete against single opponents, against prior stored images of any individuals (or animations),
10 including themselves or robots and against a full or partial opposing team, group or force. The elements of use of the present invention, including but not limited to viewing preferred or opposing activity, visualizing what the user should do in response to the activity viewed,
15 including identifying options and making choices and decisions and interacting with the present invention through adoptable, controllable images open up a host of imaginative applications and uses for teachers, coaches, trainers, game players and the general public.

20 An alternative embodiment of the present invention is to have dynamic interaction among all images on the screen so that users may adopt and control all images in a learning, competitive or entertainment oriented environment.

25 The present invention is particularly well-suited to providing to the user accelerated experience through

simulation. The processes of observation, orientation, and judgment are facilitated by the present method and apparatus.

The present invention is not limited to visual
5 sensors but can incorporate others including audio etc. as
needed. The use of auditory, visual and other cues
decreases distractions and improves comprehension. Using
the present invention as a relatively economical training
simulator, implementation of visualization in a simulated
10 environment is facilitated. Utilizing pre-programmed,
automated and/or user controllable images, the users'
awareness of spatial relationships among and between
images, objects and locations is enhanced. Dynamic
interaction between the images adopted by users, acting in
15 concert as teammates against opposing images as well as
dynamic communication and coordination by and between
users, whether athletes or not, and other users is also
enhanced.

There are multiple opportunities to change the
20 position of an individual or one's entire team, i.e. a
group of adopted, controllable images in response to
opposing positioning or formations. This can be
accomplished using touch sensitive screens or other input
devices and will lead to sharpened pre-training in
25 individual and/or team technique. The present invention

is applicable to activities other than sports and pastimes.

Brief Description of the Drawings

5 In the drawings, like reference characters generally refer to the same parts throughout the different views. Also, the drawings are not necessarily to scale, emphasis instead generally being placed upon illustrating the principles of the invention.

10 FIG. 1 is a block diagram of a computer software system constructed according to the present invention.

FIGs. 2A-2E contain flowcharts of the logical flow of the system of the present invention for preparation, processing of and interaction with video images.

15 FIG. 3 is a pictorial diagram of a user interacting with one embodiment of the invention.

FIG. 4 is a pictorial diagram of a user interacting with an alternative embodiment of the invention.

20 FIGs. 5A and 5B contain pictorial diagrams of two users interacting with another alternative embodiment of the invention.

FIG. 6 is a pictorial diagram of multiple users interacting with another alternative embodiment of the invention.

FIG. 7 is a pictorial diagram of multiple users interacting with another alternative embodiment of the invention.

FIG. 8 is a schematic pictorial diagram of another
5 alternative embodiment of the invention used in conjunction with the worldwide Internet.

Detailed Description of the Invention

One embodiment of the present invention provides a
10 computer-based system for tutorial and interactive instruction in the sport of ice (or roller) hockey including, but not limited to, the principal activities of skating, stickhandling, shooting, checking and offensive and defensive play, positional and situational play,
15 tactical and strategic plays and maneuvers. The system of the present invention is particularly well suited for use as a tutorial, self-study or assisted study aide and as a cognitive primer for performing the principal activities noted above. The system is also particularly well suited
20 as an aid to instructors, trainers, coaches and officials or trainees at all levels of expertise.

Physical activities such as playing ice hockey (or roller hockey) can be hazardous. As with other hazardous or demanding endeavors, the practice of simulated action
25 or the approximation of preferred action before actual execution is advisable. The use of computer assisted

technology to enhance the amount of time to engage in simulated practice can be distinctly advantageous to the user's (the "player/student's") knowledge base. Unlike video and arcade games etc., which do not enable the game
5 player to initiate or react to the actual dynamics of the real game, the present invention requires the player/student to review options, make choices and decisions and to cause the movement of an adopted, controllable image (in the form of, for example, a hockey
10 player) as though he/she were in an actual game.

In the present invention the player/student is involved with hands-on, head-in activity, making actual choices and decisions and causing actual change of on-screen images in a virtually real environment under
15 virtually real conditions. This type of control and initiative and the relevancy and accuracy of the simulation and the feedback, lead to a richer (robust) learning experience. Accordingly, the present invention also relates to a variety of sub-components of the
20 principle activities noted above, such as, agility, balance, impact/contact, timing, and "read and react" skills.

The computer system of the present invention enables the player/student to see and hear (on a computer screen
25 or other device) how a particular skating, stickhandling, checking or other skill or drill can be performed. The

player/student, by observing an instructive or ideal image of the skill being performed, is presented with a clear example. The player/student can then interact with the system by visualizing the example shown and actually cause
5 an on-screen adopted image to perform the skill or drill by approximation. Feedback on the user's individual performance in comparison to the instructive or ideal pattern is visible in real time. Since feedback occurs in real time in the invention and since proficiency scores
10 are posted on screen at the end of each drill, the invention may be used by anyone. Feedback can also be delayed and/or printed out in hard copy or distributed by other means.

For each preferred style, technique, posture,
15 maneuver, position, tactic, skill, drill or play of any activity, the computer system of the present invention can provide an animated or digitized image of a player (or players) who performs the instructive or ideal performance (example). The instructive or ideal performance can be
20 accompanied by textual and/or auditory tutorials. For some purposes the lesson may end at that point. For other purposes an interactive instruction can follow and for still other purposes a competitive or amusement scenario will ensue.

25 The interactive session can call upon the player/student to cause his/her adopted animated or

digitized image(s) to execute maneuvers under the direction of the player/student. The present invention may use the ideal skater as is or may transform an animated or digitized ideal skater into an anatomical
5 outline and provide that the outline have superimposed upon it or set beside it an "adopted" silhouetted figure which will make sequential positional changes at the direction of the player/student. This calls upon the player/student to understand the positional changes
10 including the physical movements that are required by the maneuver and to strive to have his/her adopted image make those movements and sequential positional changes.

Since this interactive game can be played by pitting the adopted controllable image against the instructive or
15 ideal image example, the difference between the execution by the player/student controlled image and ideal execution can be measured. Auditory and/or textual prompts can be given in real time as well as a score registered at the end of the exercise. For any given (predetermined)
20 skating step, stride or maneuver, the player/student will have positive or negative feedback in both audio and visual form based on his/her ability to cause the controllable adopted image to approximate the drill being displayed. Advancements to the next higher level or
25 repetition for correction are integral parts of the invention.

The applications of such instruction are numerous. Player/students will learn what they will be called upon to do on the ice. The opportunity for self-drill and repetition is excellent. Mental preparedness can be enhanced. Uniformity and economy in coaching and instruction can be enhanced. A lesson can be designed in advance, as can game plans. Computer usage (if not literacy) can be a learned by-product. Certain principles of geometry and physics can be learned in conjunction with understanding how efficient and effective execution of skills leads to enhanced results. For example, how tighter turns shorten the distance between present location and desired positions on the ice or how good balance, timing and form lead to increased skating speed and strength.

Benefits of the present invention include the opportunity to visualize an instructive or ideal image of specific skills and maneuvers used in ice hockey. The player/student can see how the skill or play can be executed as a dynamic whole (either in slow motion or actual speed) or can pick apart the skill or play by viewing images frame by frame. The latter method enables the student to see details of the ideal maneuver which might not be apparent in a moving image.

The player/student is able to learn each skill at his/her own pace. Since images can be moved frame by

frame and repeated as many times as desired, the
player/student will be able to perfect his/her
understanding and performance of each skill. Repeating
each maneuver will improve recollection of what has been
5 learned.

Feedback can be received in real time by the
player/student as he/she is able to see on the computer
screen how closely the adopted controllable image
approximates the ideal image. In addition, the invention
10 can provide means to numerically evaluate the
player/student's ability to match the sequential
positional changes and maneuvers of the ideal image. The
quantitative evaluation will make it possible for the
student to monitor his/her progress in performing the
15 skill, play or tactic each time it is practiced.

Benefits to instructors include consistency and
objectivity in the information given to each
player/student. Each player/student will receive the same
information and will be able to repeat the lesson or
20 "game" until sufficient comprehension is acquired. Since
player/students will be able to use the present invention
independently, staff time can be quantitatively and
qualitatively enhanced. Instructors and students will be
able to select areas for more or less concentration and
25 repetition, including what should be done in actual
practice. Use of the present invention will also be of

benefit if access to ice hockey rinks is limited or, conversely, more can be made of available ice time. Accident or injury reduction can result from increased awareness of dangerous situations or conditions.

5 An additional embodiment of the invention enables officials (referees, linesmen, and other officials) in the sport of ice hockey or in other sports or activities to practice positioning and making decisions regarding infractions of the rules while watching and controlling
10 digitized images on a computer screen. The digitized images include preselected plays or maneuvers executed by a single player against one or more opponents or by a player in combination with one or more of his/her teammates playing against an opposing team including one
15 or more players or actions taken by team coaches, managers and others.

 The officials view the execution of the play, while moving an "adopted" official, in digital form, to the best vantage point from which to see the plays, and decide
20 whether the actions of the player or players or coaches are within the rules of the game or constitute an infraction of the rules for which a penalty is levied. The invention enables officials to record their decisions in the computer system.

25 The digitized images can be obtained from video tapes of live athletes playing ice hockey or from animated or

computer generated or robotic sources. Appropriate sections of the video tape or other images can be selected and converted to or maintained in digitized format. The selected images can be viewed on a computer screen.

5 Officials are able to speed up or slow down the images as they appear on the screen. Alternatively, the speed of on-screen action can be controlled by persons responsible for assessing the officials' performance. Officials can be required to move their adopted on-screen official image
10 so as to be in the best position to see the play and make a call when warranted. Reverse angle views of the digitized images can be available on demand to provide real time feedback on whether a play included a foul or was cleanly executed.

15 After viewing each specific image sequence, the official can enter into the computer his/her decisions regarding the legality of the plays previously observed. The results are compiled by the computer and fed back to the officials via the computer screen or by hardcopy
20 printouts.

The benefits of this embodiment include the opportunity for officials to practice decision making at their own pace in a relaxed environment. As with the previous embodiments of this invention, the images on the
25 computer screen can be viewed frame by frame, or at any speed from slow motion to real time to super real time,

and repeated as many times as desired. This will enable officials to study details which can be missed in the fast, high pressure setting of a hockey game or to test their skills in making calls at real time rates of speed
5 or even faster (super) than actual playing speed. As the officials progress in their decision-making abilities, the images which are viewed at increasingly faster speeds, either real-time or faster, provide practice in quick orientation, observation and judgment and thereby sharpen
10 officiating skills.

After each image sequence has been viewed, the official can use means such as a computer keyboard, mouse, joystick or other input device to input his/her decision regarding the legality of the observed plays into the
15 computer system. The official is presented with a list of possible infractions and asked to select those infractions observed during the image sequence. The official gains points for correct judgments and lose points for incorrect judgments. At the end of the exercise, the computer can
20 display a numeric score as well as a list of incorrect decisions. The score and list can also be printed in hardcopy format if desired.

If the user does not achieve a certain level of proficiency, he/she can be required to loop back and
25 repeat testing on the image sequences previously viewed before advancing to a higher level. As with other

embodiments of the invention, the computer can keep a record of the proficiency scores for each official. Current scores may be compared to those attained previously. This will enable each user to monitor his/her
5 progress in perfecting his/her decision-making skills.

The purpose of this embodiment is to accelerate the experience and improve the positional and judgment skills of officials in ice hockey by increasing the number of decisions made while observing actual hockey plays and
10 maneuvers. Officials obtain practice in orientation, positioning, observation and judgment. Officials can rehearse preferred positioning so as to decrease interfering with play. Consistency and objectivity will be increased. The rules of the game will be reinforced in
15 the minds of the officials. In addition, use of this embodiment of the invention may also help students and players of ice hockey to learn the rules and regulations of the game.

FIG. 1 contains a block diagram of one embodiment of
20 the computer system 200 of the invention for simulating physical activities such as skating and hockey maneuvers and for entertainment use according to the present invention. The system comprises a central processing unit (CPU) 202 which can be, but is not limited to, a
25 microcomputer such as a personal computer operating with an Intel 80X86 microprocessor, a Motorola 680X0 processor,

or a Power PC processor. The CPU 202 is coupled to a display 204, such as a CRT screen, for displaying images and prompting the user for the input of information. The CPU 202 is also coupled to an input device or devices 206
5 such as a keyboard, joystick, etc., for the input of information from the user and a printer 208 for printing information such as player/student accomplishment information in hard-copy media. Input and output with the user can also be accomplished with virtual reality devices
10 207 such as a virtual reality glove and helmet worn by the user. A memory 210 is provided, coupled to the CPU 202, for the storage of program instructions and data, recorded images and other information.

Several versions of computer programs are encompassed
15 by the present invention. Each version varies in complexity as each is directed toward a player/student at a different level of expertise. Versions developed for home, rink, and arcade use are instructional as well as entertaining. More complex versions for use in
20 structured training facilities are developed. For each version, the computer system stores a series of lessons and corresponding "ideal" images in a database.

FIGs. 2A-2E contain flowcharts which illustrate the logical flow of the computer system(s) used for the
25 preparation and operation of the system of the present invention. FIG. 2A shows the procedure for scanning

images into the computer system 200 and preparing them for display on the computer screen 204.

Steps 212 and 214, images for a particular skill or maneuver are scanned into the computer system 200.

5 Individual drawings are created and scanned to complete the sequence of the instructive "master" or "ideal" hockey player performing the skill or maneuver as well as to encompass all possible movements that the player/student-controlled ("adopted") player may perform.

10 After all the instructive images in a given sequence have been scanned, the images can be prepared for display on the computer screen. This can be accomplished with a number of commercially available computer packages, including Photoshop, Photofinish, NeoPaint, Paint, 15 Graphics Designer, and Correlpaint. In blocks 216, 218, 220, and 222, the images can be scaled or rotated, as necessary. If any images contain unwanted elements, they can be cropped in blocks 224 and 226. In blocks 228 and 230, the images can be refined to remove unwanted lines or 20 blotches or to add lines that have faded during scanning. In blocks 232 and 234, the images can be enhanced by adding elements such as background or motion lines.

Each image is prepared in turn in the loop under control of blocks 236 and 238. After each image in the 25 sequence has been prepared, it can be aligned with others on the computer screen in block 240. The preparation

stage ensures that the images can be displayed as a smooth animation sequence when the program is run by users. All or any portion of a controllable figure can be displayed from any perspective.

5 In an alternative embodiment of the invention, images recorded by video tape can be used instead of the hardcopy drawings described above. In this case, video recordings are made of a particular skill or maneuver. Each frame of the video tape is digitized so that it can be stored in
10 computer files using a standard such as JPEG (Joint Photographic Expert Group), MPEG (Motion Picture Experts Group), FLI, FLC, etc. The sequence of images is refined in connection with FIG. 2A. The result is a series of images in computer-readable form similar to those obtained
15 from the hardcopy drawings described above. Images need not be exclusively drawn images or video images; mixed images may be used. Images can be obtained by videotaping an actual player performing a maneuver or by videotaping performance of the maneuver by preprogrammed robots such
20 as the robots described in co-pending U.S. Patent Application Serial No. 08/375,617, filed January 20, 1995, entitled "Mechanized Robots for use in Instruction, Training and Practice in the Sport of Ice and Roller Hockey," by Vincent J. Macri, which is incorporated herein
25 by reference. Polarized reflective markers can be

attached to the player or the robot to enhance the video image. Alternatively, active motion sensors can be used.

FIG. 2B contains a flowchart showing the process of compressing the computerized files containing each
5 sequence of drawings to conserve storage space. The process involves comparing each drawing to the next one in the sequence and recording only those pixel elements which have changed from one drawing to the next. Other compression techniques also exist and may be used.

10 In blocks 250 and 252, a sequence of images is selected, and the number of images in the sequence is determined. Beginning in block 254, with the initial image that would appear on the screen, each drawing is compared to the previous drawing in the sequence. In the
15 case of the first drawing in the sequence, the comparison is made to an empty screen. Each pixel element which has changed from one drawing to the next is identified in block 256 and the change data is compressed in block 258. The compressed data is then stored in a sequence file in
20 block 260. This procedure is repeated for each drawing in the sequence in blocks 262 and 264.

Referring to blocks 266 and 268, the relationship between each of the drawings is input in the form of a decision tree and recorded in a computer file. In the
25 case of the sequence of the drawings representing the instructive master or ideal image, the decision tree is

defined as a linear relationship progressing directly from the first frame to the last. In the case of the player/student controlled image, each frame is connected to a series of other frames representing the different
5 ways in which the student can move the animated figure. The relationship between each interconnected image must be defined and stored. To make the definition of the decision tree easier, each part of the body which moves (such as an arm or leg) can be defined as a separate
10 series of images. Composition of several partial images into a whole can provide the completed image.

FIGs. 2C through 2E illustrate the logical flow of the system of the present invention that is run by the player/student or user. In block 270 of FIG. 2C, the
15 system displays an opening screen on the computer display which contains a title, logo, and welcome message. In block 272, the computer requests a user identification code (ID) and, in block 274, the player/student enters an ID into the computer via a keyboard, mouse or other user
20 input device. In block 276, the system determines if the user has entered the system before. If the player/student has previously entered the system, information regarding his/her personal characteristics (e.g. name, identification code, weight, height, age, right or left
25 handedness, level of expertise, team name, and coach/instructor's name) as well as his/her performance

record can be retrieved from the database in block 278.
If the player/student is new to the system, information
regarding his/her personal characteristics can be recorded
by the system in blocks 280 and 282. If the

5 player/student has entered an invalid ID, the system can
return to the input stage via block 274 after informing
the user in block 284.

Following the identification process, the
player/student is presented with, in block 286, a menu of
10 general categories which describe the skills used in the
sport of hockey, e.g.

- | | |
|--------------------|----------------------|
| (1) skating | (7) positional play |
| (2) checking | (8) situational play |
| (3) stickhandling | (9) tactical play |
| 15 (4) shooting | (10) maneuvers. |
| (5) offensive play | |
| (6) defensive play | |

In block 288, the player/student selects the number of the
20 category he/she wishes to study and/or practice. If the
player/student chooses to press <ESC>, he/she will exit
the system in block 290.

For each general category, the computer system stores
a list or sub-menu of specific plays, maneuvers or skills
25 which will develop the player/student's skills in the area

selected. For example, under the category of skating, he/she may choose from the following options:

- (1) dash - forward
- (2) dash - backward
- 5 (3) start
- (4) stop
- (5) forward left crossover
- (6) forward right crossover
- (7) backward left crossover
- 10 (8) backward right crossover

The sub-menu for the general category selected by the player/student will be displayed in block 292, and the player/student selects the maneuver or skill he/she wishes to study and/or practice in block 294. If the user
15 chooses to press <ESC>, he/she will return via block 296 to the category menu in block 286.

If the player/student opts to study a specific maneuver or skill, the system retrieves the appropriate image sequences from the image database in block 298. An
20 options menu will be displayed in block 300. For each maneuver or skill selected, the player/student can view the images of the ideal execution of the maneuver and/or interactively practice the maneuver or skill by manipulating via the user input device an adopted image of
25 a hockey player which has been superimposed over or juxtaposed to the ideal image on the display. When

practicing a skill, the player/student attempts to
manipulate the adopted player image to approximate as
closely as possible the execution of the skill by the
ideal image. The player/student makes this selection from
5 the options menu in block 302. If the player/student
chooses in block 302 to press <ESC>, he/she will return to
the skill menu block 292 via block 304. If the
player/student chooses, in block 306, to view the master
or ideal execution of the skill or maneuver, control of
10 the system will pass to FIG. 2D. If the player/student
chooses in block 306 to practice the selected skill or
maneuver, control passes from block 306 to FIG. 2E.

Referring to FIG. 2D, if the player/student has
chosen to view the master or ideal image, in blocks 308
15 and 310 the player/student begins with the first image in
the sequence. If the player/student chooses in block 312
to press ,ESC., the system will return via block 314 to
the options menu in block 300 (see FIG. 2C).

If the player/student chooses in block 316 to view
20 the previous frame in the sequence, the system checks in
block 318 to insure that a previous image exists, i.e.,
that the player/student is not currently viewing the first
image in the sequence. If a previous frame exists, the
system selects and displays the appropriate image in
25 blocks 320 and 322.

If the player/student chooses in block 316 to view the next frame in the sequence, the system checks in block 324 to insure that a subsequent image exists, i.e., that the player/student is not currently viewing the last image in the sequence. If a subsequent frame exists, the system selects and displays the appropriate image in blocks 326 and 328.

Referring back to FIG. 2C, as mentioned above, if the player/student chooses in block 306 to practice the selected skill or maneuver, control passes to FIG. 2E. Referring to FIG. 2E, in block 330, the decision tree which describes the relationships between the drawings in the player/student controlled image sequence is retrieved. In block 332, the first image which will be displayed on the computer screen is determined and retrieved. In blocks 334 and 336, the first image in the master sequence, the first image in the player/student controlled sequence, the fixed image (or background), and the proficiency display graphics are combined and displayed.

In block 338, the player/student may exit to the options menu via block 340 or select a computer key (or other input device, e.g. mouse, joystick) which will move the controlled image. If the player/student selects an invalid key, the system will give the player/student the option of selecting another key in block 342.

If the player/student selects a key to manipulate the controlled image, the next frame in the sequence will be selected in block 344. The controlled image will be updated in block 346 and proficiency measurements will be
5 calculated in block 348. The system will then return to block 334 where the images will be combined and displayed.

While practicing the skill or maneuver, the player/student receives visual feedback by studying on the computer screen (monitor) how closely the adopted image
10 approximates the ideal image. In addition, proficiency measurements are calculated and displayed on the computer screen together with the master and controlled images. The proficiency measurements can be continuously updated as the player/student proceeds through the practice
15 session.

If the player/student chooses in block 340 to return to the options menu, the system can calculate a numeric score or scores in block 350 which will represent how close the player/student came to approximating the ideal
20 image. If applicable, the system can compare current results to those retrieved from the player/student's records. This will enable him/her to monitor his/her progress in perfecting the particular skill being studied. This information will be displayed on the computer screen
25 in block 352.

If the player/student chooses in block 354 to count the practice session as a "warm-up", the current score will not be recorded in the player/student's record. Otherwise, the player/student's current performance will
5 be recorded in block 356 by the computer for future reference. Control of the system then returns to FIG. 2C.

In a further embodiment of the invention, the player/student has the option of controlling the adopted image of one or more hockey players against an opposing
10 team in the context of a game (this embodiment of the invention can be used for practice sessions or drills). The opposing team may consist of one to five ideal players (plus one goaltender) that are controlled by the computer system.

15 The player/student can select the number of players (one to six including goaltender) on the opposing team from a menu screen. In addition, the player/student has the option of choosing whether the opposing team is in an offensive or defensive posture.

20 The player/student can then choose from a list of attacking or defending formations for the opposing team. The list of formations can vary with the number of players on the opposing team, it being obvious that a full team of six (5 skaters and one goalie) will offer the maximum
25 number of formations.

The game can be played with the player/student causing the movement of the adopted image(s) to "play" against the ideal team which is pre-controlled by the computer software. The rules of the game will be those
5 generally used in competitive hockey, i.e. by most American, Canadian, and international teams. Games can last from 10 to 45 minutes (more or less) depending on the delivery system being used, e.g. tutorial/interactive, coaching, arcade, home, etc.

10 Additional embodiments of the invention enable the player/student to play against an opposing team when his/her adopted image is part of an adopted team. Each team may consist of ideal (computer controlled) images or adopted images controlled by other player/students on
15 additional terminals connected to the system or networked together. Each team may consist of one to five players (plus goalies), with fewer players for roller hockey; and more or less for other sports or activities.

FIGs. 3 through 8 are schematic pictorial
20 illustrations of use of the various embodiments and configurations of the present invention.

FIG. 3 shows a single user using the invention. The user supplies inputs via a hand-held joystick to manipulate an adopted figure on the right side of the
25 screen to approximate movement of an image of an instructive, preprogrammed figure on the left side of the

screen. The user views the preprogrammed image,
recognizes what is being demonstrated, visualizes the
performance of the maneuver, makes cognitive choices and
decisions (including considering options) then manipulates
5 the controllable, adopted image on the right side of the
screen to achieve the instructed desired result.

FIG. 4 shows another single user interfacing with the
computer system of the invention. In this embodiment, the
user, in a competitive setting, manipulates the
10 controllable image (shown connected to the joystick
controller by a dashed line) to effect a result or
accomplish an objective playing in opposition to two
preprogrammed images. It will be understood that the
number of preprogrammed and controllable images can be
15 different than those depicted in FIG. 4.

FIGs. 5A and 5B show two users using the invention
simultaneously on two different computers which are
networked together. In this configuration, two
instructive images on the left side of the screen are
20 approximated by two adopted, controllable images on the
right side of the screen. The first user (FIG. 5A)
manipulates one of the adopted figures to emulate a
repositioning movement of one of the instructive figures,
and the second user (FIG. 5B) manipulates the other
25 adopted figure to emulate the repositioning of the other
instructive figure.

FIG. 6 shows multiple users simultaneously
interfacing with the method and apparatus of the invention
on multiple networked computers. In this configuration,
multiple users manipulate controllable images in a team
5 setting against a preprogrammed team, with each user
controlling one of the five controllable figures.
Alternatively, the system can be used such that the
opposing team is also comprised of controllable images.

FIG. 7 is a pictorial view showing multiple users
10 interfacing with the invention. Again, the individual
computers are networked such that all of the users can
interface with the invention simultaneously. In this
embodiment, the system is installed in a skating rink
setting such that it is conducive to practice and
15 training. The skating rink can be of the type described
in co-pending U.S. Patent Application Serial No.
08/375,606, filed January 20, 1995, entitled "Interactive
Ice and Roller Hockey Training Coaching and Playing
Rinks," by Vincent J. Macri, which is incorporated herein
20 by reference.

FIG. 8 is a schematic pictorial depiction of the
invention being used by multiple users simultaneously with
the systems being connected over the worldwide Internet.
This configuration allows users remotely located from each
25 other to simultaneously interface with the invention and
with one another.

While this invention has been particularly shown and described with references to preferred embodiments thereof, it will be understood by those skilled in the art that various changes in form and details may be made
5 therein without departing from the spirit and scope of the invention as defined by the appended claims.

The foregoing describes the use of the system of the present invention for cognitive instruction, simulation, pre-training and practice and entertainment in the sport
10 of ice hockey. However, as will be recognized by those of ordinary skill in the art, the system of the present invention may be utilized for other sports or athletic training, including, but not limited to, street hockey, roller hockey, field hockey, figure skating, soccer,
15 football, baseball, etc., or instruction in other non-sport activities. For example, for sports the system of the present invention may be utilized in an instructional program for soccer by storing images of ideal soccer plays and allowing the player/student to control an image of a
20 soccer player in the manner described previously for ice hockey. For non-sport activities, such as bricklaying, diamond cutting etc., calling for the coupling of cognitive and motor skills the present invention is well-suited.

25 It will also be apparent to those skilled in the art that the scope of the present invention need not be

limited to the technology described above. For example,
the method used by the player/student to manipulate the
"controlled" image may be changed to include a joystick,
3D controller for PC games such as SpaceOrb 360, virtual
5 reality glove, helmet and skates, foot pedals or other
technology and the "adopted" and "instructive" images may
appear on a virtual reality headset or other virtual
reality device(s). The method of obtaining, storing, and
displaying the "controlled" and "instructive" images may
10 also be changed to include video, multi-media, or
animation methods. All or any portion of a controllable
figure can be displayed from any perspective.

Figures 9-32 show additional embodiments of the
invention. Figures 33-37 illustrate processing system
communication. FIG. 33 shows intra-processing system
communications. Any or all processing system components may
communicate to other components and there may exist multiple
components of each type within the system. FIG. 34 shows
point to point communications over a switched network. FIG.
35 shows a combination of communications including, without
limitation, direct connection via universal serial bus,
parallel port, ethernet and optical fiber and switched
connection via modem and wireless interfaces. This
intercommunicating group can constitute a local area network
("LAN") or wide area network ("WAN") or a combination of both
networks or multiple interconnections of LANs. FIG. 36

illustrates an embodiment of the invention in a particular physical setting. The groups of users communicate with one another in cooperative and/or competitive modes. One or more servers (optional, not required) may serve one or more groups of users from the same or remote locations. The topology of the network may be radial or busbed or some other topology or some combination of the aforementioned. FIG. 36 also illustrates two common topologies 10/100 base - 2 busbed network interconnected to a 10/100 base - T radial network. FIG. 37 depicts a world of users interconnected via a WAN and, in addition, depicts a wireless device in the form of a handheld (personal display appliance "PDA") communicating via the WAN. Some of the sites on the world map could represent sub-groups of users on LAN's.